



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

Grant period from

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name

Title

Email

Phone

Signature

Date

Grant Writer Name

Signature

Date

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Students interested in education courses need a quality program with curriculum and training that promotes positive, research-based motivations for teaching.	The LEA will expand and facilitate Ed & Training courses and associated Career & Technical Student Organizations with an emphasis on positive perceptions of the education profession and updated coursework to include high standard, research-based curriculum and best practices. Funds will aide increased student enrollment & incentivize highly-skilled teachers to solidify the future teacher pipeline.
Over 54% of students express an interest in adding Education & Training courses as dual credit. Students need an increased variety and quality of dual credit courses available to them prior to graduation.	Utilize current, motivating, Master's Degreed teachers to lead the Ed & Training course for dual credit. Offering the additional opportunity for dual credit will attract students interested in education as a profession, thereby expanding the pool of future educators.
The turnover rate for the district's teachers exceeds State rate for the past 3 years (16/17, 19.8; 15/16, 23.4; 14-15, 17) Quitman ISD needs to recruit and retain high quality teachers to reduce the turnover rate.	Leverage existing relationships to recruit paraprofessionals and non-certified staff to transition to certified teaching roles. Use funds to incentivize and support staff to obtain bachelors degree &/or teaching credentials and remain local as a classroom teacher.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

In order to increase the quality of educators in our small rural district, Quitman ISD will expand current Education & Training courses and add a corresponding student organization to enhance the interest & knowledge of public education as a career choice. By fall 2019 one dual credit course in Education will be added promoting and facilitating an increased entry of students entering education programs, feeding the future teacher pipeline with local teacher candidates. By 2020, transition and retain current non-certified, participant personnel into fully certified positions.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1. Establish a partnership with an IHE to offer courses for dual credit beginning the 2019-2020 school year.
2. Update current Education & Training course offerings within the master schedule and market courses to students.
3. Confirm all stipend candidates with a MOU and report to TEA by April 15, 2019.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

1. Teach Instructional Practices & Practicum in Education courses with fidelity and high-standard of curriculum.
2. Offer Education and Training as dual credit for at least one section.
3. Establish a local chapter of TAFE and prepare for one competitive event.
4. Continue coursework for candidates without bachelor's degree.
5. Enroll &/or complete educator preparation program for standard certification.

Third-Quarter Benchmark

1. Continue Instructional Practices & Practicum in Education courses.
2. Complete first school year of Education & Training as dual credit.
3. Compete in one competitive event with TAFE.
4. Complete coursework for Bachelor's degree &/or certification participants.
5. Prepare for certification exams and transition into fully-certified positions within the district.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

During the evaluation process, program data, PEIMS information, transcripts, and participant enrollment and success will be considered. Partnerships with IHE will be reviewed accordingly. Benchmark scores, practice test scores, certification exams, and participant enrollment and success will be evaluated.

Upon review of the data, the District will revise the program accordingly to sustain positive outcomes over time. Leveraging existing and potential relationships with participants will serve as a constant factor in the sustainability of the program while also serving to promote positive perceptions of education as a profession.

Should program benchmarks fail to reach desired outcomes, stakeholders and district personnel will make adjustments as necessary. Adjustments could include but are not limited to increase marketing of the Education & Training career pathway, alignment and modifications of Education & Training coursework that exemplifies best practices, providing supports (i.e. mentorships, PLC collaboration opportunities, extra time during the school day away from assigned duties) to facilitate progress toward goals.

Should degree/certification participants fail to make progress with their degree or certification exams, the District could mediate with boot camp-type study sessions or other certification preparation course sessions to assist the participants in closing gaps and facilitate progress toward goals.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
 - ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Quitman ISD is committed to growing our own teachers beginning with students as they are in high school, promoting teaching as an esteemed profession and providing students with opportunities to gain knowledge and hands-on experience. One approach of "grow your own" is to utilize personnel that live in the community they serve. The intent is to promote better long-term retention by targeting already proven and dedicated staff who desire opportunities for advancement. The teachers selected as teachers of record for the Education and Training courses, as both regular and dual credit, are products of very high school in which they will be teaching, having chosen to return to the very community in which they both grew up and went to school. There is no better way to mirror the student population than selecting teachers that were once part of that very population. Both participants are veteran teachers with an average of over 20 years local experience and each a demonstrated track record of measurable student achievement both in and out of the classroom. Both Education and Training teachers possesses strong student-teacher relationships demonstrated by the number of graduates who return and seek the teachers out when both visiting the school or out in the community.

The teacher selected for the regular credit Education and Training courses has served as the Ready, Set, Teach Coordinator for approximately 17 years and has involved over 500 students being placed in elementary and junior high classrooms while gaining hands-on experience and best practice instruction. The teacher selected for the dual credit Education and Training course holds a Master's Degree in Educational Leadership and currently serves both Junior High and High School campuses as an Instructional Technologist working closely with both students and teachers. She, too, has a proven track record within the district having taught 8th grade ELAR for over 15 years with students earning distinctions on both State Assessments and in extra-curricular events.

Participants selected to teach the Education and Training courses will sign a MOU to remain with the LEA for four years as a condition of receiving the stipend. During that time, both participants will update current practices in the Education and Training pathway, create a positive perception of the profession through the implementation of a Texas Association of Future Educators chapter, and incentivize students to pursue education as a career.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

A survey was conducted to gauge interest from current QISD personnel that do not have teacher certification &/or a bachelor's degree with certification. Of the seven who responded, four indicated "yes" they would be interested in such a program that would assist in gaining a bachelor's degree &/or certification.

Because principals are a main point of contact between the program and potential participants who are employed in the schools, their recruitment assistance is critical. Their direct knowledge of the participants makes it easier to gauge candidates' existing skills and dispositions for teaching. Therefore, it is the district's goal to target already proven and dedicated staff who desire an opportunity for continuity advancement. Selection of the participants is based on each participant's capacity to fill hard-to-staff areas, involvement in the school and community, and the campus principals' recommendations. Recommendations from district staff that work closely with the candidate will also be included in the selection process. Since the representative demographics of the teachers currently mirrors that of the students, consideration and priority will be given to potential candidates who are accustomed to a rural lifestyle, have community ties, and are seeking certification in the hard-to-fill content areas indicated in the needs assessment.

In addition to supports received through the participants' degree or certification programs, the district will provide local support including but not limited to mentorship with highly qualified and regarded teachers, inclusion in local PLC collaboration sessions, and contracted certification preparation courses. Information regarding the support and financial assistance the participants will receive will be outlined in the Memorandum of Understanding (MOU), as well as the agreement between the district and candidate in which the applicant agrees to remain under the employ of the district for three years as a condition to receive the stipend. This MOU describes the expectations of both the district and participant while communicating a clear message to participants that the district values the participants investment of time and energy in the program.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="1"/>	X \$11,000 =	<input type="text" value="11,000"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="1"/>	X \$5,500 =	<input type="text" value="5,500"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text" value="1"/>	X \$6,000 =	<input type="text" value="6,000"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text"/>	X \$9,000 =	<input type="text"/>
Total Request for Pathway 1			<input type="text" value="22,500"/>

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	<input type="text" value="3"/>	X \$5,500 =	<input type="text" value="16,500"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="1"/>	X \$11,000 =	<input type="text" value="11,000"/>
Request for Pathway 2			<input type="text" value="26,500"/>
Request for Pathway 1			<input type="text" value="22,500"/>
Total Combined Request for Pathways 1 & 2			<input type="text" value="49,000"/>

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
Total Request for Pathway 3			<input type="text"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Participant stipends pathway 1 (1-\$5000; 1-\$10000)

15,000

Participant stipends pathway 2 (3 Cert only - \$15000; 1 Degree & Cert - \$10000)

25,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Certification Preparation Fees

900

Participant Certification Testing Fees (4 participants x 2 tests each)

1,200

SUPPLIES AND MATERIALS (6300)

Education & Training Course supplies

1,000

TAFE Consumable supplies

1,000

OTHER OPERATING COSTS (6400)

Travel to TEA-led Teacher Institute

2,000

TAFE Event Travel

2,000

Total Direct Costs 48,100

Should match amount of Total Request from page 8 of this application

Indirect Costs

900

TOTAL AMOUNT REQUESTED

49,000

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Quitman ISD (QISD) has offered Education and Training Instructional Practices and Practicum for 17 years. During that time, Quitman High School (QHS) has seen an increase in interest in the program, increased numbers of students enrolled and an increase in the number of classroom teachers taking on the responsibility of mentoring these students and providing hands-on experiences to learn and grow from. QISD and QHS is committed to growing our own teachers beginning with students as they are in high school, promoting teaching as an esteemed profession and providing students with meaningful opportunities to gain knowledge and experience. For many students, being meaningfully involved in their education unlocks the doors to learning and promotes meaningful student involvement and sustainability of the profession.

This growth plan will include a practical philosophy that informs the way educators and administrators approach learning, teaching, and leading in schools in effort to improve schools. It will be a roadmap that provides students with a sustainable, system-wide approach to engaging fellow and future students through career development, counseling, and the establishment of a local Texas Association of Future Educators (TAFE) chapter. A sustainable structure of support from administrators, teachers, advisors and mentors will help build the capacity of students by offering opportunities in teaching learning and decision-making. Through the Education and Training teachers, QHS will deliberately and actively engage students at all grade levels, 9-12, in the teaching and learning process and throughout the education system as a whole. The plan also includes a continual validation of the experiences, perspectives and student knowledge attainment through positive participation in the Education and Training Courses and TAFE. Through the Education and Training Courses, implementation of set interrelated strategies and activities that are infused with other recruitment efforts directed at increasing enrollment in each course each year. Students will be engaged in learning with a purpose – to promote lifelong learning through academic, cultural and civic engagement for all students with relevancy and relationships. Students will then translate their knowledge, perspectives, experiences into practical application in the school setting.

High quality classroom teachers intentionally recruited and selected to facilitate field experience will embody a positive perception of the teaching profession, a track record of measurable student achievement and adhere to a framework that encourages meaningful student involvement.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Current students in grades 8-11 were polled and asked two questions: 1.) Have you ever thought about becoming a teacher? 2.) If an Education Career Pathway were to be available at QHS, and it offered dual credit opportunities (earning college credit toward an education degree) and the possibility for a certificate, would you be interested in pursuing this pathway? Of the 165 responses, 77 students responded "yes" to question one and then a total of 87 students indicated that if the dual credit opportunity were added they would be interested in pursuing education as a career. These numbers are startling considering QHS has only 19 juniors and seniors enrolled in current Education and Training Courses offered. By simply offering Education and Training for dual credit expands student interest therefore translating to growth and sustainability of the local program AND the applicant pool of future teachers. These 87 students are the explicit targets of recruitment efforts with future recruitment of student to participate in the Education and Training course sequence to take place early on in students' career trajectory (8th grade), which will create a positive perception of the profession and greater investment long-term. Current high school students who have already entered into the Education and Training career path will be supported and encouraged to persist in the pathway with the expansion of current courses and the addition of dual credit opportunities in Education and the establishment of TAFE. Participation in TAFE's Leadership Workshop as well as Regional Competitions give students an additional opportunity to explore the teaching profession and provide them with the necessary knowledge to make informed decisions about pursuing careers in education, thereby feeding the pipeline of future teachers.

Marketing strategies include reaching out to students with an explicit interest in education as a career, but also include students who demonstrate an ability to help or tutor peers in the classroom setting; involving academic and career advisors to assist in enrollment decisions, steering prospective students into the right mentor classrooms suited to their interests, abilities, and strengths; engage the parents and students through social media and in-house forums and discussions – each serving to express the message that education is a solid career pathway. Monthly meetings with students enrolled in Education and Training Courses will be held to discuss program expectations, as well as program progress and the strength and weaknesses of practicum experiences.

Intentional marketing will utilize current classroom teachers and administrators who have long-term and direct ties to the schools and community. These teachers and administrators (mentors) are the very examples the program is designed to increase. They live in, work in and support this rural community. It is through these mentors that relationships, long-term investments and positive perceptions related to education can be secured and built.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

A partnership is already in place with Tyler Junior College (TJC) to offer multiple dual credit courses to QHS students. The TJC main campus is in close proximity to QHS and staff academic advisors and registrars from TJC designate a time on the QHS campus to meet directly with students and parents for enrollment.

The partnership plan includes QHS as being a TSI (Texas Success Initiative) test site so that QHS students can register and test necessary to determine appropriate college coursework. As stated above, students are given an opportunity to register for dual credit when TJC representatives come to QHS. QHS incentivizes enrollment by offering reimbursement at half-rate for tuition and fees up to 15 hours of credit. Once registered, students have a designated time within their school day for the course. There, a Master Degree teacher with at least 18 hours in education will provide direct instruction in the Education and Training coursework. Since QHS only offers core curriculum as dual credit and TJC is an accredited community college, credit in the dual credit courses typically transfer to most four-year colleges and universities.

The timeline for developing the dual-credit partnership by the 2019-2020 school year is as follows:

- January-March, 2019 – QISD employed teacher with a Master's Degree in Education will apply to TJC to serve as the instructor of Introduction to the Teaching Profession (EDUC 1301) and Introduction to Special Populations (EDUC 2301), both of which will be offered at QHS for dual credit.
- March-April, 2019 – QHS will add the dual credit courses to the course catalog for student selection and enrollment for 2019-2020 school year.
- April-May, 2019 – QHS students make course/schedule selections for the 2019-2020 school year.
- June, 2019 – TJC representatives visit QHS so students can register for the TJC component of the dual credit course.
- August, 2019 – QHS students begin classes.

A Memorandum of Understanding for the Dual Credit Program between QISD and TJC is attached.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

QISD currently has one paraprofessional candidate for a bachelor's degree with teaching certification stipend. This candidate is currently enrolled in Texas A&M – Texarkana having completed 78 hours toward her education degree. This candidate is a local, QHS graduate who has returned to live and work in this rural community alongside her spouse who is also a QHS graduate and teaches/coaches on the Junior High campus.

Being a product of the very community and school district in which she is choosing to work, this candidate has life-long, valuable relationships with former and current classroom teachers and administrators. In her current role as an instructional aide, she has daily access and hands-on experience in a successful learning community. She attends all professional development opportunities designed to instruct all employees in best practices and instructional styles.

The three candidates for teaching certification only also have local ties to the school and community. They each are accustomed to living a rural lifestyle.

All of the campus principals have over 20 years' experience in the district and understand the importance and need for highly qualified staff to sustain service from employees. With this understanding comes a flexibility and willingness to offer job-embedded training and support (i.e. collaboration, mentors, time away from assigned duties) that encourages persistence in obtaining degree/certification achievement.



Memorandum of Understanding for the Dual Credit Program

TYLER JUNIOR COLLEGE, A PUBLIC JUNIOR COLLEGE AUTHORIZED UNDER THE Laws of the State of Texas (herein called "The College" or "TJC") and Quitman Independent School District (herein called "School District") enter the following contract for the 2018-2019 school year and for the terms of which WITNESS THE FOLLOWING:

1. **PURPOSE:** The purpose of this Memorandum of Understanding (MOU) is to facilitate cooperation between TJC and the School District in the provision of Dual Credit courses for qualified students. Operating procedures and guidelines for specific programs are addressed through the Dual Credit Manual maintained by TJC.
2. **PROVISION OF ELIGIBLE COURSES:** TJC will issue transcripts when the Dual Credit courses have been completed.
 - 2.1. Courses must be identified as
 - 2.1.1. College-level academic courses (based on the current edition of TJC's Catalog and TAC 19, Part 1, Chapter 4, Subchapter D, §4.85) OR.
 - 2.1.2. Workforce education courses (based on the current edition of the Workforce Education Course Manual).
 - 2.2. Instruction, instructional materials, and grading must be at the equivalent level of instruction, instructional materials, and grading used for the identical course taught on the campuses of TJC.
 - 2.3. Dual credit courses to be taught at the high school are attached to this MOU.

3. STUDENT ELIGIBILITY, ENROLLMENT & SERVICES

3.1. Student Eligibility

In order for a student to be admitted to the Dual Credit Program, he/she must meet the following eligibility requirements: <https://www.tjc.edu/admissions>

- 3.1.1. Be in grades 9-12 and meet all eligibility requirements in the THECB guidelines.
- 3.1.2. All students must meet dual credit admissions and eligibility requirements as outlined by the Texas Higher Education Coordinating Board laws and regulations and the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.85. School District partners will work with the College to make certain that all dual credit students are enrolled by the first day of classes to help ensure student success and will comply with the College Admission and Registration timeline.
- 3.1.3. High school students are eligible to participate in the Dual Credit Program upon meeting the Texas Success Initiative (TSI) Assessment minimum passing scores established by the Texas Higher Education Coordinating Board and the TJC Dual Credit course pre-requisites.

3.2. Enrollment

Upon mutual agreement, TJC will conduct enrollment registration at the School District site for all qualified students. Students in Dual Credit classes will be eligible to utilize all TJC student services. Students must follow TJC Student Handbook rules when accessing on-campus services.

- 3.2.1. Dual Credit students may enroll in one (1) college-level course each semester beginning in fall of 9th grade, and then are limited to TJC's Core Curriculum courses. All 10th grade students will be limited

to only two (2) dual credit courses per semester, and 11th and 12th grade students shall not exceed 16 credit hours per semester.

3.2.2. Dual credit students shall be limited to courses within their declared major and corresponding degree plan. Students may attempt a maximum of 60 credit hours.

3.2.3. Dual credit students must comply with the College's Academic Progress Standards and the Financial Aid Satisfactory Academic Progress (SAP). Students must successfully complete courses with a grade of "C" or better to be eligible to enroll in subsequent courses.

3.2.4. Federal Financial Aid SAP requirements measure all students' GPA and progression regardless if they are receiving aid or not and are applicable to dual credit students who are still in high school.

3.2.5. Dual Credit students will not be allowed to register if they have an unpaid balance from previous semesters.

3.3. Composition of Class

The School District may not enroll both Dual Credit and Non-Dual Credit students in the same section unless prior approval from the department chair/dean has been granted.

3.4. Advising

The College and School District shall offer comprehensive college advising services for Dual Credit students consisting of a general advising module, group enrollment advising using Degree Works, and face to face advising. Academic advising for each student includes interpretation of test scores, selection of a major field of study, development of an educational plan, selection of courses, confirmation of final coursework, application for graduation and interpretation of TJC course transferability/progress from an associate's degree to a bachelor's degree at a university. https://www.tjc.edu/info/20025/academic_advising

3.5. Counseling & Student Accommodations

The College and the School District will adhere to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008. The School District will provide classroom accommodations for dual credit students. If the class is taught by a College faculty at the high school, the College Counselor will coordinate class accommodations with the college faculty after the student has requested accommodations through their Apache Access (Campus Life, Support Services/Request Accommodations). <https://www.tjc.edu/Disabilities/>

3.6. Student Complaints

Student Grievance or Complaint procedures for handling student complaints, regarding the college course, are applicable to all students including those enrolled in dual credit courses. Dual credit students with complaints shall follow the procedures as stated in the *Student Grievance or Complaint* as published in the College Student Handbook.

https://www.tjc.edu/info/20017/consumer_information/267/grievance_and_complaint_procedures/

3.7. Transcription of Credit

The College and the School District will transcript dual credit courses for both college credit and high school credit immediately upon student completion of the performance required in each course.

4. DATA SHARING AGREEMENT

The School District and TJC agree to collect data associated with dual credit as required for reporting purposes and to share the data with the appropriate agencies or needed for internal purposes for use by either entity. The School District, and TJC's School District Partnerships and Research departments will be the primary point of contact for all data collection for their respective institutions. In addition, the School District and TJC agree to share any data required for the successful completion of the dual credit students' graduation plans. When applicable, TJC's Institutional Review Board (IRB) will be conferred with when requesting and sharing data. When selected, the School District's dual credit students will participate in instruction success and faculty satisfaction surveys and other local or national surveys administered to the School District's students. The School District and TJC will collect and review the following aggregated/disaggregated data: number of credit hours taken and earned; number of credit hours dropped; GPAs; state assessment results; SAT/ACT, PSAT; CLEP, TSI readiness by grade level; qualifications of the School District staff; and location(s) where courses are taught. Provisions for implementing program improvements will be based on the collection, review, and sharing of the following

data: TJC's data; the School District's data; articulation of high school students in four-year colleges/universities and level of entry and enrollment/retention rates; and leaver codes and attrition rates, by grade level.

5. RESPONSIBILITIES

5.1. Tyler Junior College is responsible for:

- 5.1.1. Providing a college credit course that equivalent to a course that is offered on the campuses of TJC.
- 5.1.2. Providing an orientation for the classroom instructor.
- 5.1.3. Paying instructors (see Dual Credit Manual).
- 5.1.4. Periodically evaluating all faculty members. A representative of TJC may visit the high school campus during the term of this contract to administer an evaluation instrument. The results of that evaluation will be available through the TJC website.
- 5.1.5. Registering qualified students.
- 5.1.6. Providing a syllabus for each student.
- 5.1.7. Posting grades based on the TJC grading system to the student's transcript no later than five (5) work days after the conclusion of the school district's semester once grades have been received from the high school instructor. (Six weeks grades are not given.)
- 5.1.8. Maintaining written policy prior to approving a student to enroll in more than two (2) dual credit courses per semester, not to exceed 15 hours.
- 5.1.9. Adhering to the policy that students enrolling in more than two (2) dual credit courses per semester must pass all courses during the semester with a grade of "C" or better to continue to enroll in more than two (2) dual credit courses in the following semester.

5.2. The School District is responsible for:

- 5.2.1. Ensuring that tuition and books are paid, if applicable.
- 5.2.2. Working with TJC in scheduling courses.
- 5.2.3. Guaranteeing that TJC courses meet the required number of contact hours
- 5.2.4. Communicating with TJC in a timely manner when a student has been dropped from a course.
- 5.2.5. Communicating with TJC in a timely manner when a student has moved from the School District.
- 5.2.6. Providing TJC's School District Partnerships Office with a high school calendar, bell schedule, and master schedule prior to the first day of each semester in which a TJC course will be taught on the high school campus.
- 5.2.7. Maintaining the required class size as recommended by TJC. Enrollment of a minimum of fifteen (15) students and no more than the maximum allowed for each content area. Exceptions to enrollment minimum and maximum allotments require Department Chair/Dean approval. Other departments have maximums and should be checked prior to registration.
 - a. ARTS - 25
 - b. DRAM - 25
 - c. ENGL - 25
 - d. EDUC - 30
 - e. FOREIGN LANGUAGE - 18
 - f. HIST/GEOG - 35
 - g. GOVT/ECON - 35
 - h. LIFE/PHYSICAL SCIENCES - varies by course; per TJC department chair
 - i. MATH - varies by course; per TJC department chair
 - j. MUSI-25 varies by course
 - k. SOCI/PSYC - 40
 - l. SPCH - 25
- 5.2.8. Sending a copy of the class syllabus for each class taught by School District faculty to the appropriate department chair at TJC. This will be done in accordance with established TJC deadlines.

- 5.2.9. Sending a copy of the final exam for each class taught by School District faculty to the appropriate department chair at TJC. This will be done at the end of each semester.
- 5.2.10. Maintaining discipline in the high school classroom environment.
- 5.2.11. Providing the name, email address and phone number of the primary contact person(s) from the School District with whom TJC personnel can communicate regarding the Dual Credit program at the School District's site.
- 5.2.12. Providing TJC with information regarding students who qualify for Disability Services as defined in the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. Disability accommodations do not include eliminating, adjusting or shortening tests, assignments or content.
- 5.2.13. Notifying TJC that an extended administrative/FMLA/sick leave of more than 3 days or cumulative absences that extend more than 3 days over a semester involves an ISD employee/TJC adjunct, it is the responsibility of the School District to inform TJC's Director of School District Partnerships in a timely manner to prevent disruption of instruction by a credentialed professor.

5.3. The Instructors are responsible for:

- 5.3.1. Adhering to TJC policies, course syllabi, handbooks, and standards, including but not limited to the TJC Dual Credit policies and/or handbooks.
- 5.3.2. Working with the TJC department chairs to ensure that the quality of instruction is maintained.
- 5.3.3. Ensure the course goals and standards are understood and that course guidelines are followed. Teaching assigned courses, with the same level of rigor of a regular college course, according to approved course syllabi and learning outcomes associated with course [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (f)].
- 5.3.4. Providing each student each semester with a syllabus/class outline that explains the expectations of the instructor, learning outcomes, attendance policy, academic honesty policy, and other information needed by the student. (Examples: timelines, required class materials, outside assignments, etc.).
- 5.3.5. Checking student enrollment / rosters in the course.
- 5.3.6. Arriving on time for classes.
- 5.3.7. Maintaining control of the class.
- 5.3.8. Meeting TJC deadlines for submission of class rosters, grade, enrollment and no show reports, etc.
- 5.3.9. Maintaining accurate attendance records for all classes.
- 5.3.10. Assigning grades in accordance with TJC policy.
- 5.3.11. Maintaining college credit grades in TJC's approved gradebook and use the College's approved Learning Management System.
- 5.3.12. Adhering to the grading rubric set by the specific TJC department.
- 5.3.13. Post mid-term and final grades in TJC's approved gradebook by TJC's required deadline.
- 5.3.14. Attending faculty meetings and other special meetings required by TJC.
- 5.3.15. Providing the College with updated Curriculum Vitae, including educational and workforce history.
- 5.3.16. Participating in evaluation procedures in relation to the above stated requirements under this agreement. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (e)(2) and Southern Association of Colleges and Schools, Principles of Accreditation. 3.7.2].
- 5.3.17. Notifying TJC that an extended administrative/FMLA/sick leave of more than 3 days or cumulative absences that extend more than 3 days over a semester and inform the appropriate TJC department chair in a timely manner to prevent disruption of instruction by a credentialed professor.

6. COURSE COMPLIANCE:

Designated TJC personnel will monitor the quality of instruction in order to assure compliance with the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), TJC, and the School District. The College will ensure that a Dual Credit course and the corresponding course offered at the campus of the College are equivalent with respect to learning outcomes.

Syllabi, course outlines, and departmental requirements will be completed by the College as determined for courses that are offered for college credit. Syllabi must be posted online by the professor no later than seven (7) days after the semester begins. TJC will designate staff personnel to monitor the quality of instruction in order to assure compliance with any dual enrollment course agreements and all applicable rules and regulations, including without limitation, the standards established by the State of Texas, Southern Association of Colleges and Schools Commission on Colleges, the Texas Education Agency, TJC, and the ISD.

Coursework must be college level and will not include additional high school assignments or projects.

7. COMPOSITION OF CLASS:

To ensure curricular consistency as well as college-level academic rigor, co-seating of Dual Credit students with non-Dual Credit students is not allowed in TJC Dual Credit classes unless there is a "clear and compelling reason" for doing so (SACSCOC). The justification should be curricular or academic in nature.

Any school wishing to co-seat other students in a TJC Dual Credit class must submit a request and/or justification in writing at least forty-five (45) days prior to the beginning of the term to the TJC department chair who is responsible for the course. If approved by the department chair, the request must then be submitted to the division dean for consideration. Any request approved both by the department chair and the dean must be submitted to the provost for final approval.

8. SELECTION OF INSTRUCTORS:

The College has established an approval process for selecting and/or approving qualified School District faculty (those approved will herein be called "Dual Credit Faculty") to teach dual credit course(s). Each approved Dual Credit Faculty will be supervised by the College's respective department chair or designee and be evaluated and monitored to ensure quality of instruction and compliance with the College's policies and procedures, in accordance with the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

- 8.1. The School District will collaborate with the College to ensure that the School District instructor applying to teach in the Dual Credit Program meets the credential requirements as stated in the College's Board Policy which includes the criteria used by the College to determine teaching eligibility.
- 8.2. The School District will collaborate with the College in a timely manner, 6 weeks prior to the first day of class, to determine credentialing of new staff. Any staff presented to the College closer to the first day of class poses the risk of not completing the hiring process and the postponement of the course for one semester.
- 8.3. The College will ensure that College faculty requested to teach dual credit courses at the School District sites have met acceptable national criminal background checks. School District faculty approved as Dual Credit Faculty have to be cleared by the College's Office of Human Resources to teach any dual credit courses.
- 8.4. Dual Credit Faculty will submit all required reporting documents such as roster verification, learning outcome results, syllabi/section outlines, and submission of grades by the deadline set by the College.
- 8.5. College and Dual Credit Faculty teaching dual credit courses will verify the First Week Class Roster to validate all students who are enrolled in the dual credit class and refer students not on the roster to the appropriate School District counselor. Any student not listed on the Official 12th Day Verification Census Date Roster will not be enrolled in the dual credit course.
- 8.6. College faculty and Dual Credit Faculty teaching college-level courses are expected to reach out to students who need academic assistance and direct them to the appropriate College or School District support services.
- 8.7. The School District will forward any concerns regarding Dual Credit Faculty or College faculty teaching the college-level course to the College Department Chair for investigation. To resolve the concerns, a meeting shall take place between the College Department Chair (and/or designee) and the School District Principal (and/or other designated high school administrator) to discuss the issues and reach a decision that is mutually agreeable.

9. **FACILITIES, TEACHING ENVIRONMENT, COLLEGE COURSES:**

Dual Credit courses included in this Memorandum will be taught on the School District's campus, the TJC campus, or by distance education. For Dual Credit courses taught exclusively to high school students on the high school campus and for Dual Credit courses taught electronically, Tyler Junior College shall comply with applicable rules and procedures for offering courses at a distance as related to *Approval of Distance Education Courses and Programs for Public Institutions* and *Approval of Off-Campus and Self-Supporting Courses and Programs for Public Institutions*. In addition, Dual Credit courses taught electronically shall comply with the *Principles of Good Practice for Courses Offered Electronically*.

9.1. **FACILITIES:**

The School District will work with the College to ensure that the School District's facilities meet the expectations and criteria required for college classes and are appropriate for college-level instruction that includes the following:

- 9.1.1. School District will ensure that College faculty and dual credit students have appropriate access to all available instructional resources and essential technology;
- 9.1.2. School District shall permit access to the College's electronic learning resources when the course is taught at the School District; and
- 9.1.3. School District offering science courses shall meet the laboratory safety standards and have material/equipment that comply with College science program requirements.

9.2. **TEACHING ENVIRONMENTS**

The School District will ensure that the classroom environment is conducive to college-level learning by:

- 9.2.1. Designating a classroom for the college dual credit classes;
- 9.2.2. Displaying the signs provided by the College outside of the classroom that indicate "College Course is in Session"; and
- 9.2.3. Assuring no interruptions take place in the college dual credit class while in session, such as removing students for high school activities or making announcements except for official business or emergencies.

9.3. **COLLEGE COURSES**

- 9.3.1. Dual Credit courses must use the College's approved Learning Management System and gradebook. Gradebook should be kept up to date weekly for students to maintain awareness of status in the course.

10. **TUITION AND FEES:** See Dual Credit Manual.

10.1.1. **INVOICING**

The College will invoice the School District for required tuition and fees according to the MOU for the applicable charges, as approved by the College Board of Trustees (ECHS, professors, low socio-economic agreements, etc).

10.1.2. **FACULTY CHARGES**

The School District assumes responsibility for reasonable and documented expenses incurred by high school faculty. When the College provides a professor on the high school campus, the School District will reimburse TJC for the professor's cost and mileage from the TJC campus location to the location of the ISD. The College will invoice the School District for additional College Faculty when needed. Current semester costs for a part time adjunct are:

3 hour per week course per section - \$2004

4 hour per week course per section - \$2672

Mileage reimbursement is aligned with the IRS standard rate

The cost of a TJC faculty member might vary from the standard cost listed above based on the number of teaching overloads and annual salary of the professor as well as late notification of need for an instructor.

Payment of Tuition and Fees (Check all options below that apply to your institution):

- ☐ Site agrees to pay full tuition and fees per each student enrollment.
- ☒ Site agrees to pay half tuition of economically disadvantaged students and TJC pays half tuition.
- ☐ Site agrees to pay half tuition and fees per each student enrollment.

- ☐ Site agrees that students shall pay full tuition and fees.
- ☒ Other arrangements (please list): half tuition & fees for first 15 hours.

LATE REGISTRATION:

A fee of \$100 per class will be assessed for each student enrolled after the College's Census Date when it is determined that the student or school was responsible for not meeting the deadline.

Payment of Textbooks (Check each of the options below that applies to your institution):

- ☐ School District agrees to purchase textbooks, relevant instructional supplies, and Inclusive Access.
- ☐ School District agrees that students shall purchase textbooks and relevant instructional supplies.

11. BOOKS AND SUPPLEMENTAL MATERIALS:

- 11.1. All textbooks, equipment and supplemental materials required for classes, as determined by this agreement, are the responsibility of the School District and shall be the current textbook as adopted by the College.
- 11.2. Textbooks purchased by the School District for Dual Credit college courses taught as part of the Dual Credit academic program can be used for a minimum period of (3) years from the date of college adoption. In some cases, there is a two year cycle (government). Other options must be worked out in advance with the department chair. The ISD or the student is responsible for the books whether electronic or hard copy.

12. FUNDING

- 12.1. State funding for college courses offered for dual credit will be available to both the School District and TJC based on current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (i)(1)]
- 12.2. TJC may only claim funding for students getting college credit in core curriculum, career and technical education, and foreign language Dual Credit courses. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (i)(2)]

13. HUMAN RESOURCES DEPARTMENT, DATA PRIVACY and SHARING AGREEMENT:

The School District will collaborate with the College to ensure that all School District Faculty applying to teach in the Dual Credit Program meet the credential requirements as stated in the College's Board Policy. The School District is required to submit all documents for the hiring process to the Human Resources Department and Department Chair, as well as agree to full information sharing in the event of an investigation of a personnel matter regarding Dual Credit Faculty.

- 13.1. Any non-academic complaints or concerns against or removals of Dual Credit Faculty teaching a College course are required to be reported to the appropriate Department Chair, Dean, and the College's Office of Human Resources to the attention of Human Resources Assistant Director of Employee Relations and Compliance for investigation.
- 13.2. The School District will comply with Title IX of the Education Amendments 1972 regulations as stated in the College's Board Policy, Freedom from Discrimination, Harassment, Retaliation and Sexual Misconduct and the School District Title IX policy in resolving complaints.
- 13.3. The College and the School District will work collaboratively and timely to share any and all information necessary in the event of an investigation of a personnel matter.
- 13.4. Any termination or suspension of employment with the ISD will automatically cause termination or suspension from the College.

14. INSTRUCTIONAL CALENDAR:

The School District will comply with TJC's instructional calendar including beginning and ending dates as well as grade submission timelines.

15. MODIFICATION OF AGREEMENT:

This MOU may be amended by mutual written agreement of both parties.

16. TERMINATION OF AGREEMENT:

TJC and the School District reserves the right to terminate this MOU upon service of written notice to the other party ninety (90) days prior to the day of termination. In this event, the date of termination will be the day after the end of the semester during which the ninety (90) day period expires.

17. INDEMNIFICATION:

TO THE FULLEST EXTENT PERMITTED BY LAW, BOTH PARTIES WILL AND DO HEREBY AGREE TO INDEMNIFY, PROTECT, DEFEND WITH RESPECTIVE COUNSEL, AND HOLD HARMLESS THEIR RESPECTIVE AFFILIATED ENTERPRISES, BOARD OF TRUSTEES, OFFICERS, DIRECTORS, ATTORNEYS, EMPLOYEES, REPRESENTATIVES AND AGENTS (COLLECTIVELY "INDEMNITEES") FROM AND AGAINST ALL DAMAGES, LOSSES, LIENS, CAUSES OF ACTION, SUITS, JUDGMENTS, EXPENSES, AND OTHER CLAIMS OF ANY NATURE, KIND, OR DESCRIPTION, INCLUDING REASONABLE ATTORNEYS' FEES AND COSTS INCURRED INVESTIGATING, DEFENDING OR SETTLING ANY OF THE FOREGOING (COLLECTIVELY "CLAIMS") BY ANY PERSON OR ENTITY, ARISING OUT OF, CAUSED BY, OR RESULTING FROM EITHER PARTY'S PERFORMANCE UNDER OR BREACH OF THIS AGREEMENT AND THAT ARE CAUSED IN WHOLE OR IN PART BY ANY NEGLIGENT ACT, NEGLIGENT OMISSION OR WILLFUL MISCONDUCT OF EITHER PARTY, ANYONE DIRECTLY EMPLOYED BY EITHER PARTY OR ANYONE FOR WHOSE ACTS AS EITHER PARTY MAY BE LIABLE. THE PROVISIONS OF THIS SECTION WILL NOT BE CONSTRUED TO ELIMINATE OR REDUCE ANY OTHER INDEMNIFICATION OR RIGHT WHICH ANY INDEMNITY HAS BY LAW OR EQUITY.

18. VENUE; GOVERNING LAW:

Smith County, Tyler Texas, will be the proper place of venue for suit on or in respect to this Agreement. This Agreement and all of the rights and obligations of the parties and all of the terms and conditions will be construed, interpreted and applied in accordance with and governed by and enforced under the laws of the State of Texas.

19. PUBLIC INFORMATION:

TJC strictly adheres to all statutes, court decisions and the opinions of the Texas Attorney General with respect to disclosure of public information under the *Texas Public Information Act*, Chapter 552, *Texas Government Code*.

20. CONFIDENTIALITY AND SAFEGUARDING TJC RECORDS, PRESS RELEASES, PUBLIC INFORMATION:

Under this agreement the School District may: (1) create, (2) receive from or on behalf of TJC, or (3) have access to, records or record systems (collectively, "TJC Records"). Among other things, TJC Records may contain social security numbers, credit card numbers, or data protected or made confidential or sensitive by applicable laws, including the Gramm-Leach-Bliley Act (Public Law No: 106-102), the Texas Identity Theft Enforcement and Protection Act (ITEPA), and the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (FERPA). If TJC records are subject to FERPA, (1) TJC will designate the School District as a TJC official with a legitimate educational interest in TJC records, and (2) the School District will acknowledge that its improper disclosure or re-disclosure of personally identifiable information from TJC records will result in the School District's exclusion from eligibility to contract with TJC for at least five (5) years. The School District represents, warrants, and agrees that it will: (1) hold TJC records in strict confidence and will not use or disclose TJC records except as (a) permitted or required by this Agreement, (b) required by applicable laws, or (c) otherwise authorized by TJC in writing; (2) safeguard TJC records according to reasonable administrative, physical and technical standards (such as standards established by (i) the National Institute of Standards and Technology and (ii) the Center for Internet Security, as well as the Payment Card Industry Data Security Standards) that are no less rigorous than the standards by which the School District protects its own confidential information; (3) continually monitor its operations and take any action necessary to assure that TJC records are safeguarded and the confidentiality of TJC records is maintained in accordance with all applicable laws, including FERPA, ITEPA

and the Gramm-Leach Bliley Act, and the terms of this Agreement; and (4) comply with TJC's rules, policies, and procedures regarding access to and use of TJC's computer systems. At the request of TJC, the School District agrees to provide TJC with a written summary of the procedures used to safeguard and maintain the confidentiality of TJC records.

21. NOTICE OF IMPERMISSIBLE USE:

If an impermissible use or disclosure of any TJC records occurs, the School District will provide written notice to TJC within one (1) business day after the School District's discovery of that use or disclosure. The School District will promptly provide TJC with all information requested by TJC regarding the impermissible use or disclosure.

22. RETURN OF TJC RECORDS:

The School District agrees that within thirty (30) days after the expiration or termination of this Agreement for any reason, all TJC records created or received from or on behalf of TJC will be (1) returned to TJC, with no copies retained by School District; or (2) if return is not feasible, records will be destroyed. Twenty (20) days before destruction of any TJC records, the contractor will provide TJC with written notice of the School District's intent to destroy TJC records. Within five (5) days after destruction, the School District will confirm to TJC in writing of the destruction of TJC records. Any such destruction will be done in compliance with the requirements of ITEPA or the Gramm-Leach Bliley Act.

23. COMPLIANCE WITH LAW:

The School District is aware of, fully informed about, and in full compliance with its obligations under all applicable, federal, state and local laws, regulations, codes, ordinances, and orders with those of any other body or authority having jurisdiction ("**Applicable Laws**"), including Title VI of the *Civil Rights Act of 1964*, as amended (42 USC 2000(D)), Executive Order 11246, as amended (41 CFR 60-1 and 60-2), *Vietnam Era Veterans Readjustment Act of 1974*, as amended (41 CFR 60-250), *Rehabilitation Act of 1973*, as amended (41 CFR 60-741), *Age Discrimination Act of 1975* (42 USC 6101 et seq.), Non-segregated Facilities (41 CFR 60-1), *Fair Labor Standards Act of 1938*, Sections 6, 7, and 12, as amended, *Immigration Reform and Control Act of 1986*, Utilization of Small Business Concerns and Small Business Concerns Owned and Controlled by Socially and Economically Disadvantaged Individuals (PL 95-507), *Americans with Disabilities Act of 1990* (42 USC 12101 et seq.), *Civil Rights Act of 1991*, *Occupational Safety and Health Act of 1970*, as amended (PL 91-596), *Immigration and Nationality Act* (8 United States Code 1324a), and all other applicable laws. The School District represents and warrants that neither the School District nor any firm, corporation or institution represented by the School District, nor anyone acting for that firm, corporation or institution, (1) has violated the antitrust laws of the State of Texas, Chapter 15, *Texas Business and Commerce Code*, or Federal antitrust laws, or (2) has communicated directly or indirectly the content of the School District's response to TJC's procurement solicitation to any competitor or any other person engaged in a similar line of business during the procurement process for this Agreement.

24. TOBACCO POLICY:

TJC provides a friendly, tobacco-free environment at all of its campuses and satellite facilities.

25. WEAPONS POLICY:

Texas Penal Code 46.03 Places Weapons Prohibited and Penal Code 46.035 Unlawful Carrying of a Handgun by License Holder identify premises where handguns are not permitted by Texas Statutes.

A person commits an offense if the person intentionally, knowingly, or recklessly possesses or goes with a firearm, illegal knife, club or prohibited weapon listed in Section 46.05 (a) on the physical premises of a school or educational institution, any grounds or building on which an activity sponsored by a school or education institution is being conducted or a passenger transportation vehicle of a school or educational institution, whether the school or educational institution is public or private.

A license holder is prohibited from carrying a concealed handgun on Tyler Junior College campus premises where prohibited by law and where prohibited by TJC policy.


26. LIMITATIONS:

THE PARTIES ARE AWARE THAT THERE ARE CONSTITUTIONAL AND STATUTORY LIMITATIONS ON THE AUTHORITY OF A SCHOOL DISTRICT AND TJC TO ENTER INTO CERTAIN TERMS AND CONDITIONS THAT MAY BE A PART OF THIS AGREEMENT, INCLUDING THOSE TERMS AND CONDITIONS RELATING TO LIENS ON A SCHOOL DISTRICT AND TJC'S PROPERTY; DISCLAIMERS AND LIMITATIONS OF WARRANTIES; DISCLAIMERS AND LIMITATIONS OF LIABILITY FOR DAMAGES; WAIVERS, DISCLAIMERS AND LIMITATIONS OF LEGAL RIGHTS, REMEDIES, REQUIREMENTS AND PROCESSES; LIMITATIONS OF PERIODS TO BRING LEGAL ACTION; GRANTING CONTROL OF LITIGATION OR SETTLEMENT TO ANOTHER PARTY; LIABILITY FOR ACTS OR OMISSIONS OF THIRD PARTIES; PAYMENT OF ATTORNEYS' FEES; DISPUTE RESOLUTION; INDEMNITIES; AND CONFIDENTIALITY (COLLECTIVELY, THE "LIMITATIONS"), AND TERMS AND CONDITIONS RELATED TO THE LIMITATIONS WILL NOT BE BINDING ON A SCHOOL DISTRICT AND TJC EXCEPT TO THE EXTENT AUTHORIZED BY THE LAWS AND CONSTITUTION OF THE STATE OF TEXAS.

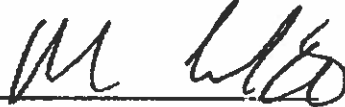
27. SIGNATURES:

The terms and provisions, as outlined above, are true and exact to the best of the knowledge by the parties whose signatures appear below and their assignees. This Agreement constitutes the entire agreement of the parties and replaces and supersedes any prior verbal understandings, written communications or representations related to the subject matter contained in this Agreement. In the event any portion of this Agreement is deemed illegal or unenforceable, the entire remaining portion of this Agreement shall remain valid and in effect. A waiver by either party of any breach or default by the other party is not a waiver of any other breach of default of this Agreement that may occur. This Agreement, including any rights or obligations hereunder, may not be assigned or otherwise transferred to any third party without the express written consent of the other party. This Agreement is nonexclusive between the parties; both parties have the right to enter into similar relationships with any other party. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.


EXECUTED IN TWO (2) original counterparts on this 18 day of June 2018.




Dr. Mike Metke, Chancellor
Tyler Junior College



President, Board of Trustees
Tyler Junior College



Rhonda Turner, Superintendent
Quitman Independent School District



President, Board of Trustees
Quitman Independent School District

**PLEASE RETURN THE SIGNED ORIGINAL MEMORANDUM OF UNDERSTANDING TO
TYLER JUNIOR COLLEGE**

Education

Education EC-6/4-8 Grade Levels; EC-12 Special Education AAT

Our Teacher Education program prepares you for a meaningful career in the field of education and provides you with the first two years of a four-year degree leading to teacher certification at the EC-6 and 4-8 grade levels, as well as EC-12 Special Education.

The Associate of Arts in Teaching (AAT) is a specialized academic associate degree program designed to transfer in its entirety to a baccalaureate program that leads to initial Texas teacher certification.

We are here to help you develop the tools you will need to become effective and caring educators in our society.

Associate of Arts in Teaching

TSI Complete

MAJOR COURSES 16 CREDITS

EDUC 1301	Introduction to the Teaching Profession
EDUC 2301	Introduction to Special Populations
xxxx x4xx	Life or Physical Sciences Elective
MATH 1350	Mathematics for Teachers I (Fundamentals of Mathematics I)
MATH 1351	Mathematics for Teachers II (Fundamentals of Mathematics II)

TJC CORE CURRICULUM 44 CREDITS

In addition to the Major Courses, the student is required to take 44 credit hours from the TJC Core Curriculum. These courses must not duplicate courses taken to fulfill the major course requirement.

Major Courses: 16
TJC Core Curriculum: 44

Total Semester Hours: 60

Recommended Course Sequence:

FIRST SEMESTER CREDIT HOURS

ENGL 1301	Composition I.....	3
HIST 1301	United States History I.....	3
EDUC 1300	Learning Framework.....	3
MATH 1314	College Algebra.....	3
EDUC 1301	Introduction to Teaching.....	3

SECOND SEMESTER

ENGL 1302	Composition II*.....	3
HIST 2301	Texas History*.....	3
BIOL x4xx	Life and Physical Sciences Core.....	4
EDUC 2301	Introduction to Special Populations.....	3
MATH 1350	Mathematics for Teachers I.....	3

THIRD SEMESTER

GOVT 2305	Federal Government.....	3
MATH 1351	Mathematics for Teachers II.....	3
ENGL 2332	World Literature I*.....	3
ARTS 1301	Art Appreciation *.....	3
PHYS x4xx	Life and Physical Sciences Core.....	4

FOURTH SEMESTER

GOVT 2306	Texas Government.....	3
SPCH 1315	Public Speaking*.....	3
GEOG 1303	World Regional Geography*.....	3
xxxx x4xx	Life or Physical Sciences Elective.....	4

Total Semester Hours: 60

**Recommended Core Curriculum course. Other Core Curriculum courses may satisfy this requirement.*

NOTE: To be eligible to participate in the program, students must successfully complete a criminal background check.

NOTE: This program requires a field-based experience. Students are responsible for transportation.



Quitman Independent School District

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November 7, 2018

Document Control Center, Grants Administration Division
Texas Education Agency
1701 North Congress Ave.
Austin, TX 78701-1494

To Whom It May It Concern:

Quitman Independent School District respectfully requests a grant in the amount of \$49,000 for our Grow Your Own Program.

Quitman Independent School District is committed to facilitate increased entry of qualified, diverse candidates into the teaching profession, particularly in rural and small school settings like Quitman ISD.

Our district is enthusiastic to grow our own teachers by providing opportunities to support implementation of education and training courses, provide stipends to teachers to teach Education and Training Courses for local and dual credit, and transition paraprofessional staff into full-time teaching roles.

Thank you for your time and consideration. Should you have any questions, please feel free to contact me at 903-760-5019 or turnerr@quitmanisd.net.

Sincerely,

Rhonda Turner, Superintendent
Quitman Independent School District

ENCLOSURES